

Week 4

Topic: Language

Guiding Questions:

How does one's language influence one's culture and vice versa?

How does language influence how one thinks?

What do you think about the idea of one universal language?

Goals:

- I. To understand language as an expression of culture
- II. To achieve an awareness of how much culture affects language acquisition and behavior
- III. To recognize language as a sort of verbal database for each associated culture

Activities:

1. Clap Game: Have students sit or stand in a circle. Start a four-beat rhythm by clapping. Clap your hands on your thighs the first three times and then clap your hands together the fourth time. Students take turns, going clockwise, calling out a language on every fourth clap. If a student repeats a language or can't think of another language then they are out.
2. Language Video: Have students create a video giving a greeting in their native language and also a non-native language. Students are also encouraged to give examples of how to say goodbye or thank you or ask for directions and so on in both languages.
3. **Idioms**: Explore idioms from around the world and discuss their meanings and related phrases students find in their native language. Divide students into groups and have each group brainstorm a list of idioms. Each group should then choose one idiom and create a representative illustration to share with the class.
4. Hello & Thank You Activity (See Appendix D)

Active Cross-Cultural Exchange:

Language Video: Instructors and students can visit Global Playground's YouTube channel (<https://www.youtube.com/TheGlobalPlayground>) to view videos submitted from classrooms around the world with students speaking in their native language(s). Instructors may also submit videos of their own students to be included on the channel. Contact info@globalplayground.org for more information.